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1913.

NEW SOUTH WALES.



Department of Public Instruction.

THREE YEARS OF EDUCATION.



Printed by authority of the Hon. A. C. Carmichael, M.L.A.,
Minister of Public Instruction.

SYDNEY:

W. A. GULLICK, GOVERNMENT PRINTER—1913.

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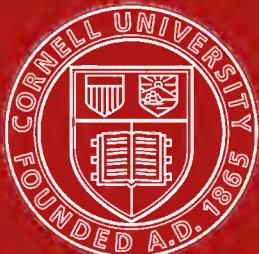
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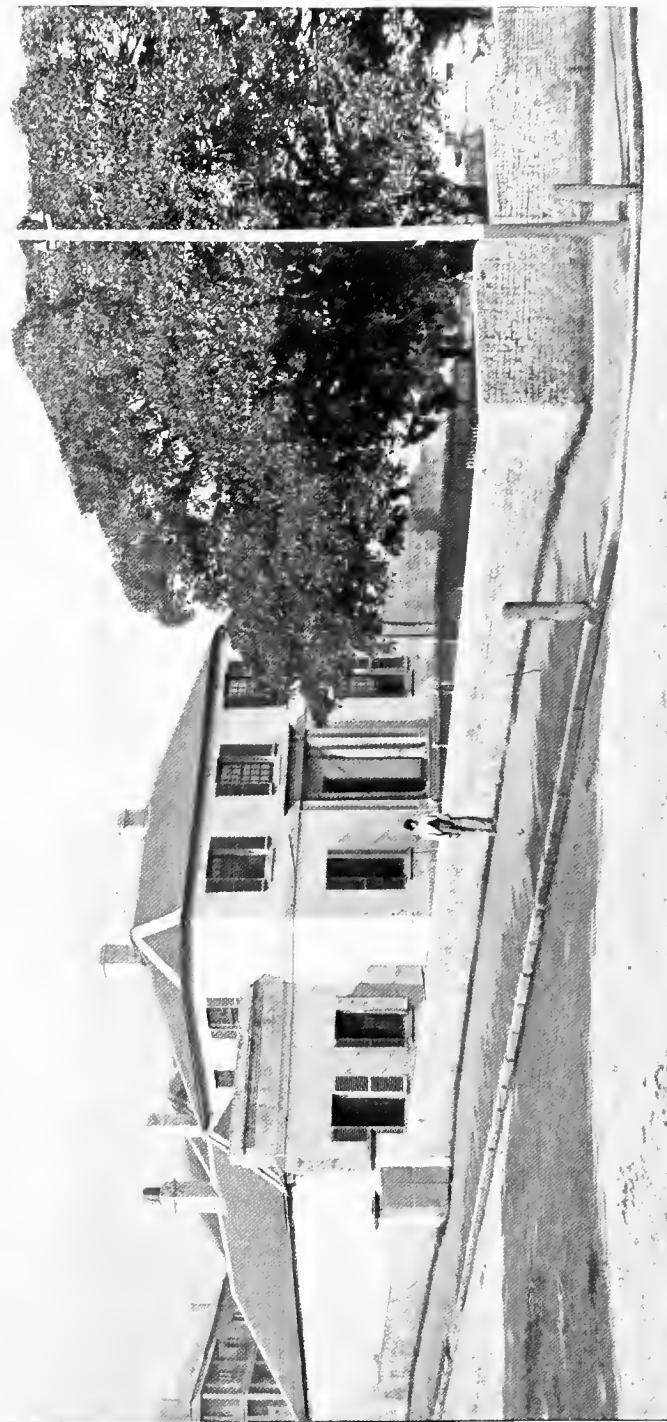


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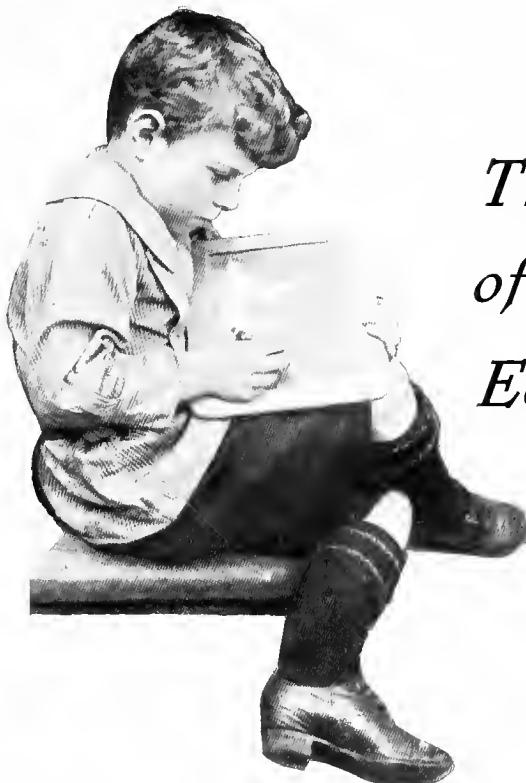
SYDNEY:

W. A. GULLICK, GOVERNMENT PRINTER—1913.



The present Education Offices in 1871, showing the historic fig trees.

The building, which was erected by Governor Macquarie in 1814-15, has been the headquarters of Education since 1881. The fig trees have been removed to the Botanic Gardens, and the foundation stone of new education offices was laid by Hon. A. C. Carmichael, M.L.A., on September 7, 1912.



*Three Years
of _____
Education . . .*



Introductory.

UNDER the provisions of the Public Instruction Act of 1880, the Education Department furnishes an annual report to Parliament. This report is subsequently printed and distributed to the Schools, but it is chiefly statistical, and to a large extent meaningless to the general public. The Education Department has come so much more intimately into the lives of the people, and so many new developments have taken place within the last two or three years, that it seems a fitting opportunity to publish in handy illustrated form a short account of the operations of the Department. Letters are frequently received from parents which clearly show that a plain statement of existing conditions will be a decided advantage both to parents and to the Department. The abolition of High School fees (1911), the great extension of scholarships and bursaries under the Bursary Endowment Act of 1912, and the provision of exhibitions under the University Amendment Act of 1912, together with the establishment of Evening Continuation Schools (1911), and the reorganisation of existing Superior Schools as Day Continuation Schools (1913), are all of vital importance

A Provisional School, established temporarily in a deserted miner's hut.



A small Public School in the country.



The new School at Tumut (1913).



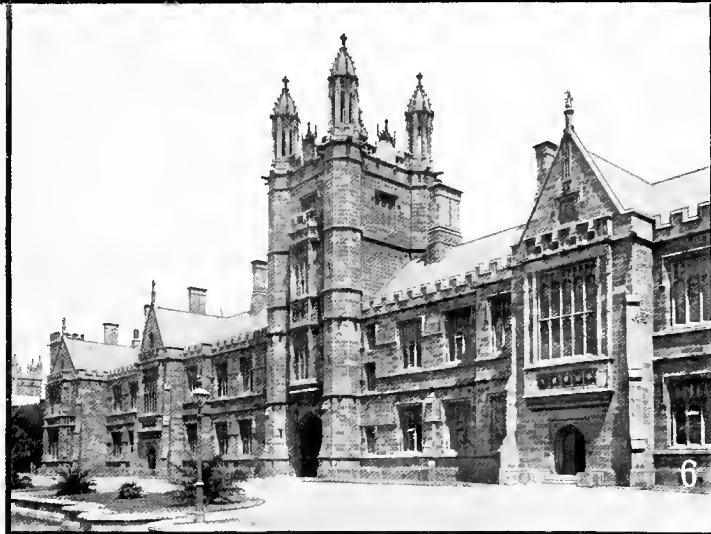


The first building specially erected in New South Wales for a High School (Orange, 1913).

4



View of Sydney University.



The Main Building, Sydney University.

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to every parent, and it is proposed to show either by letterpress or illustration some of the developments of the last three years. The possibilities now open to all boys and girls throughout the State cannot be too well advertised, and it is hoped that the publication of the educational opportunities within the reach of every pupil with the necessary ability and perseverance will be reflected in a largely increased attendance at the Primary Schools, the High Schools, the District Schools, the Superior Public Schools, and the Evening Continuation Schools.

From Bush School to University.

The photographs on the previous two pages illustrate in a pictorial way the educational system of New South Wales under which boys and girls, of whatever class, creed, or station, living in the most remote parts of the State, may reach the University. The first picture shows a provisional school established temporarily in a deserted miner's hut, in order to see whether the school was likely to be permanent. The second is a little bush school; the third the new School at Tumut; the fourth the new High School at Orange; and the fifth and sixth, views of the Sydney University. It is possible for any boy or girl attending a bush school to win a bursary worth £30 a year. These bursaries enable the winners to attend a District School for two years, after which they are transferred to a High School for another two years; or they may pass direct from a little bush school to a country High School, where they stay for four years. At the end of the High School course the pupils pass the Leaving Certificate Examination which enables them to enter the Sydney University. Two hundred State University exhibitions are open for competition each year, and these exhibitions exempt the winner from payment of all University fees. It is thus possible for the clever child of the miner, the shearer, or the tradesman to enter any of the professions which require a University training. The Bursary Act of 1912, and the University Amendment Act of 1912, have broadened the road to higher Education and have given equality of opportunity to every child in the State.

The Department's Scheme of Certificated Examinations.

The modern educational tendency is against too much external examination, particularly examination of a written character, but the Department has instituted a certificated system of examination of its own that may require some explanation. The experience of the past has

shown that it is quite useless for a boy or girl to proceed to a course of High School education unless such pupil has been thoroughly grounded in the work of the Primary School. There has been enormous waste in the past through pupils proceeding to higher education before they were fitted to benefit by the instruction. It was decided, therefore, to institute a Qualifying Certificate Examination, which consisted partly of a written test, but also depended upon the teacher's report of the work done by the pupil in the school. This examination marked the completion of the work in the ordinary primary school, and, without it, it is not possible at present for a child to proceed to higher education. The first of these examinations was held in 1911, over 12,000 boys and girls attending the examination, which was held in some 600 school-rooms throughout town and country districts. In 1912 the number of examinees increased to 14,978, and at the examination held 10th November to 16,500. At subsequent examinations this number will be probably increased. While the examination test was of uniform difficulty, local conditions were taken into account in preparing the questions, and as far as possible equality of the test was afforded to all boys and girls throughout the State. The High School Scholarships and Bursaries are awarded as a result of this examination, while the possession of the certificate gives to the holder the right to pass either to a High School, a District School, or a Superior Public School.

In 1912 the first examination was held for the Intermediate Certificate. This examination marks the completion of the first two years' High School course, and is the equivalent of the University Junior Public Examination. One thousand five hundred and seventy-one candidates attended the examination, which was partly a literary test, but also depended upon satisfactory progress in all subjects of the particular High School course of study. The first Leaving Certificate Examination will be held on November 24th, and marks the completion of the High School course of study. This certificate can only be obtained by pupils who have completed four years' course of study, and who have satisfied the examiners that they have satisfactorily completed the course. When the subjects taken are those required by the University, the Leaving Certificate is held to be the equivalent of Matriculation. The University Amendment Act provides 200 exhibitions exempting the holders from payment of all fees. These exhibitions are awarded as a result of the Leaving Certificate. It will be seen, therefore, that for a boy or girl to reach the University, such pupil must first complete the Primary School course, and get a certificate

qualifying him to pass on to a High School. He must then gain the Intermediate Certificate before proceeding to the Third Year High School course, and to gain entrance to the University must finally obtain the Leaving Certificate. In addition to being accepted as the equivalent of Matriculation, the Leaving Certificate gives entrance to the Teachers' College, and it is expected that it will be accepted by commercial houses as the equivalent of the Chamber of Commerce, Banker's Institute, and Insurance Examinations. The first examination for the Qualifying Certificate was held at the end of 1911, the first Intermediate Certificate Examination in November, 1912, and the first Leaving Certificate Examination on 24th November, 1913.

High Schools—Bursaries and Scholarships.

The Bursary Endowment Act of 1912 largely increased the number of bursaries awarded by the Education Department, threw them open for competition among pupils of all schools throughout the State, and made them tenable at any school registered under the Bursary Endowment Act. While the allocation of bursaries and the general administration of the Bursaries Endowment Act comes within the scope of the Bursaries Board, High School Scholarships are still awarded directly by the Department. Both bursaries and scholarships are determined as a result of the Qualifying Certificate Examination—to be held this year on 10th November. The bursaries are awarded to boys and girls (under 14 years of age on the first day of January following the examination) who show the greatest merit in the Qualifying Certificate Examination. In order that all pupils may have equality of opportunity, the bursaries allotted are first divided into two groups. On 31st December, 1912, the pupils attending Metropolitan Schools were in round numbers 84,000 out of a total enrolment of the State of 226,000. The proportion is slightly more than one-third, and it was therefore decided by the Bursary Board that one-third of the available number of bursaries should be set apart for candidates from the Metropolitan and Suburban Schools, the remaining two-thirds to be divided among the Country Inspectorial Districts in the ratio of the school population. It was considered, furthermore, that the pupils attending small schools of one or two teachers might not have the same chance as boys and girls attending the larger Public Schools with increased staff, and possibly better teaching equipment. A further division was, therefore, made by dividing the bursaries for competition into two groups, one group comprising all candidates

who come from schools with less than 100 pupils in enrolment, the other group from schools with a hundred or more than a hundred in enrolment. The allotment is made upon the approximate ratio of the number of candidates from the two groups of schools. The bursaries are tenable for a period of four years from the date of award, and the parent or guardian is required to certify that it is his intention that the holder of the bursary shall attend a High School or registered Secondary School for the whole period of four years for which the bursary is tenable. Each bursary carries a grant of £30 a year, if the holder has to live away



The Minister for Education (Mr. Carmichael) explaining to the pupils of a little school in the Far West how they may reach the University.

from home in order to attend the school selected; or a grant of £10 for each of the first and second years, £15 for the third year, and £20 a year for the fourth year if the holder can travel to and from school daily. This monetary allowance is given to assist pupils whose parents are not in a position to keep their children at a High School for four years. Consequently, the income of the parent is taken into consideration in determining the allotment of the bursary.

The total income of a parent to entitle his child to a bursary must not exceed £50 a year for each member of the family, including the parents

and excluding children earning 10s. or more weekly. Thus, for a family of one or two children the maximum salary would be £200 ; for a family consisting of the parents and three children, the maximum is £250 ; for a family of seven (parents and five children), £350, and so on. As a result of the Qualifying Certificate Examination held on 18th November, 1912, 300 bursaries were awarded. A few have since dropped out, but at present there are 118 bursars attending the Metropolitan High Schools, 49 of whom are country boys and girls. Thirty-four successful candidates elected to attend registered Secondary Schools in Sydney, and of these 8 come from the country. One hundred and twenty-three bursars are attending country High Schools or District Schools, and 13 bursars are attending country registered Secondary Schools. It will be seen that while 95 bursaries are held by city pupils, 193 were given to country boys and girls. That the bursary scheme is benefiting the pupils it was intended to serve is seen by analysing the residences of country bursars. Thus, pupils from Carrathool and Hillston go to Hay District School; pupils from Murrurundi, Greta, Vere, Mt. Vincent, Narrabri, Manilla, Singleton, Weston, Raymond Terrace, Kurri Kurri, and other places, attend at Maitland; boys from Deniliquin, Coolamon, Cootamundra, and Coad's Tank attend the Wagga High School; while successful candidates from Albion Park, Dapto, Nowra, and Bulli, are enabled to board at Wollongong in order to attend the local District School.

The District Schools only carry out the first and second year's High School course, after which the bursary is made tenable at the nearest convenient High School. The institution of country High Schools, however, has obviated the necessity for country pupils to leave their homes in order to obtain secondary education. This decentralisation of High School education is one of the most important changes effected during the last few years.

High Schools are now in operation at the following centres :—

Bathurst (boys and girls).	Orange (boys and girls).
East Maitland (boys).	Parramatta (boys and girls).
Fort-street (boys).	Sydney (Ultimo) (boys).
Fort-street (girls).	Sydney (Elizabeth-street) (girls).
Goulburn (boys and girls).	Technical High School (boys).
Grafton (boys and girls).	Wagga Wagga (boys and girls).
Hurlstone Agricultural (boys).	West Maitland (girls).
Newcastle (boys and girls).	



Fort-street High School.

Fort-street, the most historic school building in the State, was made a High School in 1911.

The following table shows the remarkable development in attendance at High Schools during the last three years :—

		1910.	1911.	1912.	30 June, 1913.
Gross Enrolment	...	1,168	2,293	3,002	4,379
Average Daily Attendance	...	826	1,786	2,387	3,896
Number of Teachers	...	48	97	146	242

A new Girls' High School at North Sydney is in course of erection, and is now almost completed, while sites have been obtained and plans prepared for new High Schools for boys at North Sydney and at Petersham. It is intended to remove the Boys' High School at Ultimo, and the Girls' High School at Elizabeth-street, to a portion of the site now occupied by Darlinghurst Gaol. The Technical High School now held in odd rooms at the Technical College will then be transferred to the building at present occupied by the Boys' High School at Ultimo. The question of establishing High Schools at Mudgee, Dubbo, Armidale, and Wollongong, is under consideration, and the Departmental policy has been laid down that a High School may be established wherever a sufficient number of pupils undergoing the third and fourth years' High School course can be guaranteed. Pending the erection of additional High Schools in the Metropolitan area, the expedient of what are called Intermediate High Schools has been followed. These Intermediate High Schools are established in connection with the Primary Schools at North Sydney, Cleveland-street, Petersham, Kogarah, and North Newtown. The course of instruction followed is identical with that of the High Schools, but only extends throughout the first year's and second year's course. Upon the completion of the second year's course, pupils are transferred to High Schools. In addition to the High Schools and Intermediate High Schools, the secondary course of instruction is carried out at a number of District Schools. These Schools have been established at the following places :—

Armidale.	Glen Innes.	Narrabri.
Bega.	Hay.	Tamworth.
Bowral.	Inverell.	Taree.
Broken Hill.	Kempsey West.	Wellington.
Cootamundra.	Lismore.	Wollongong.
Dubbo.	Lithgow.	Yass.
Forbes.	Mudgee.	Young.

On 30th June, 1913, the enrolment of secondary pupils at these schools was 1,419, and the average attendance 1,163. The great development that has taken place in connection with High School education may be attributed (1) to the abolition of the fees, which took effect as from the 1st January, 1911, and (2) to the great extension of bursaries and scholarships referred to elsewhere. At the present time any pupil who gains a Qualifying Certificate is entitled to enter a High School, provided the parent is prepared to give an undertaking that such pupil will remain the full four years' course. This provision has been introduced in the interest of the pupil, since the course of instruction is so arranged that it leads to a definite purpose at the conclusion of the four years' course.

University Amendment Act of 1912.

The true significance of the University Amendment Act of 1912 will not be realised for a year or two, for certain conservative prejudices have yet to be broken down. The new constitution of the University Senate provides for representation of the Government—and, through the Government, of the Education Department—while both Houses of Parliament are directly represented. The franchise for the election of representatives of graduates has been widened, and the reform of voting by post instituted, thus affording all graduates of the University a means of becoming actively identified with the government of the University.

It is in the provision for State exhibitions, however, that the University Amendment Act brings the University nearer to the people. In return for an additional subsidy of £10,000, 200 State exhibitions are provided. The holder of the State exhibition, no matter what his class, station, or creed, will be acclaimed one of the 200 brightest students in all schools throughout the State during a particular year. It will enable the boy from the Riverina, from the far west, from the north coast rivers, or from the table-lands to enjoy the privileges of the University equally with the more favoured students of Sydney and suburbs.

While the number of scholarships or exhibitions awarded under the University Amendment Act is specified at 200, provision has been made whereby the number of exhibitions increases automatically with an increase in population, the proportion being one exhibition for every 500 persons in the State between the ages of 17 and 20. The Senate, through the Board of Examiners associated with the Department of Public

Instruction, safeguards the standard of entrance, and the Senate has a right to determine how many exhibitions shall be allotted to the various faculties. Hitherto, State bursaries have been confined wholly to the Faculty of Arts, the so-called bread-and-butter Faculties, such as Medicine, Dentistry, and Law, being reserved almost exclusively to paying students. Now, the son of the boundary-rider, of the miner, or of the dairy farmer, may pass from a little local school to the District High School, from the District High School to the University, and from the University to the bench of the High Court of Australia.

There is another and a most important provision in the University Amendment Act of 1912, in connection with the establishment of Evening Tutorial Classes. In the past the University has sought to extend its influence beyond graduates and undergraduates by what are called University Extension Lectures. These lectures, however admirable, have had no continuity of purpose. Under the new scheme of Evening Tutorial Classes, wherever a few students can be gathered, not necessarily in the University, but in some country school of arts or suburban hall, a definite course of instruction in such subjects as economics, political economy, sociology, or history—in fact in the particular subjects that occupy the attention of every thinking man—will be given by sympathetic teachers, rather than by lectures forgotten almost as soon as heard. Under these conditions the worker will be brought into touch with the thoughts and opinions of the greatest thinkers of the age, and there are not wanting examples to show that, given opportunity, it is possible for the working man who has had few educational advantages during youth to rise by sheer force of well-directed ability to the highest positions in the land.

Evening Continuation Schools.

Previous to the year 1911 the Evening Primary Schools or, as they were generally called, "night schools," were the only means of education other than the Technical College provided by the State for youths and adults desiring to continue their education even up to the limit of the Primary School. This class of school undoubtedly did effective work in affording facilities for youths who had not been able to take full advantage of the Primary School, but were of little or no value to the boy who had completed the primary course. In Europe, and especially in America, during recent years much has been done in the way of Evening Continuation Schools, and the Director of Education was, therefore,

sent by the Government to Europe in 1911 to investigate this phase of education. Shortly after his return, Evening Continuation Schools were instituted in eighteen centres. On 30th June, 1913, 48 of these schools were in operation, 31 within the Metropolitan area, and 17 in country districts. The aim of the Evening Continuation School is to receive pupils who have completed the Primary School course at or about the age of 14, and who are engaged in wage-earning processes during the day. The schools are vocational in character, being divided into Com-



A Girls' Domestic Evening Continuation School.—The Cookery Lesson.

mercial, Junior Technical, and Domestic. The course of instruction laid down for Commercial Evening Continuation Schools is designed to afford a business training for boys engaged in offices, and other commercial pursuits, and so the syllabus includes instruction in business arithmetic, business practice, shorthand, commercial geography, book-keeping, and English. In the Junior Technical Schools, the curriculum includes manual work, drawing work, elementary science, practical mathematics, and English, while the Domestic Schools provide instruction



Cleaning Knives.



No detail is too insignificant at a Domestic Superior or Domestic Evening Continuation School. The illustration shows girls being taught to fold table napkins artistically.

in cookery, dressmaking, millinery, home management, and English. The course in each type of school extends over two years. In the Commercial Evening Continuation Schools the instruction must prove of immense value to any boy engaged in business, since it deals in a practical manner with the problems which confront him day by day. Similarly, the boy who attends the Junior Technical School learns to handle various kinds of tools used in wood-work and iron-work, while he is also thoroughly grounded in mechanical drawing, which forms the basis of the work of the tradesman. Girls are taught cookery, how to make beds, care of the sick, care of the infant, and how to make their own dresses and hats. Everything has a practical bearing upon the prospective needs of the pupil. But while this course of instruction is intended to continue the pupil's education from the point at which he completed the primary work, provision is made in the way of preparatory classes for those who have had to leave school before completing the fifth class standard. Instruction is given for two hours each evening during three evenings in each week. A fee of 6d. per week is charged, but the whole of the amount paid in fees is refunded at the end of the year to all pupils whose attendance



A Manual Training Class at an Evening Continuation School

and conduct have been satisfactory. The schools are, therefore, free to the earnest and regular pupil. The attendance at these schools during the December term, 1911, was: enrolment, 1,874; weekly enrolment, 1,597; weekly attendance, 1,162. For the December term, 1912, the enrolment had gone up to 3,177, the weekly enrolment to 2,617, and the weekly attendance to 1,864. For the quarter ending 30th June, 1913, the figures were : enrolment, 3,694; weekly enrolment, 2,934; and weekly attendance, 2,038.



Every detail of housework is taught at the Domestic Superior and Evening Continuation Schools.

A striking feature in connection with these schools is the comparatively low cost. The ordinary Public Schools are used, and although the Department has had to incur the cost of providing lighting, and the necessary equipment, this is comparatively small. The only salaried teacher is the Headmaster, all other teachers being paid according to the time actually spent in teaching. In 1912, £9,415 was paid in salaries; the cost of books, repairs, fuel, lighting, and so on, amounting to a little

more than £2,000. There is no doubt that the institution of these schools marks an important stage in the history of education in New South Wales, and though it may be necessary to introduce compulsory legislation if they are to achieve their full results, the machinery already exists for instituting such a school wherever it is required. The first Evening Continuation School was opened in 1911.



Reorganisation of Superior Schools.

Until the present year the Education Department provided instruction only for pupils attending the Primary Schools, and for those attending High Schools. It is true that the Act provided for the establishment of Superior Public Schools wherever an attendance of twenty children who had completed the Primary Course could be guaranteed, but these pupils were carried on to what was practically a higher primary course with little or no definite aim. It was recognised that a great many boys and girls were able to remain at school for a year or two after completing the primary course, but could not afford to remain at school for the full four years necessary for a course of High School

education. As a general rule the primary course is completed between the ages of 13 and 14, but many parents who valued education allowed their children to remain at school until they were 15 or 16. The Department decided, therefore, during 1912, that the so-called Superior Schools should be thoroughly reorganised, and a syllabus of instruction compiled designed especially in the interests of boys and girls who were able to stay at school for two years after gaining the Qualifying Certificate.

Experience has shown that boys who commence work may be divided broadly into two groups, those who enter a business house, and those who propose taking up a trade. The boys' schools, therefore, as reorganised, were divided into two types, the Commercial Superior Public School, and the Junior Technical Superior Public School. At the Commercial School boys were trained in subjects calculated to enable



The Commercial Superior Public School at Randwick.

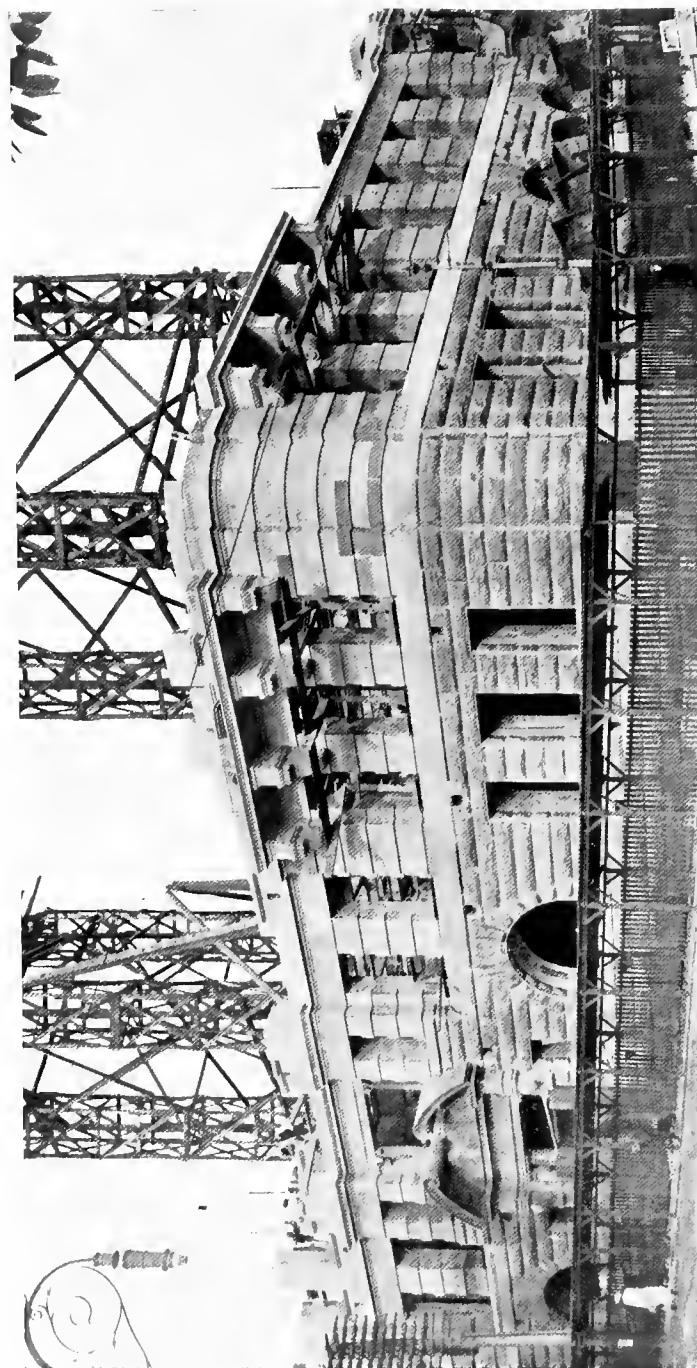
them subsequently, when entering an office or other business, to quickly grasp or to adapt themselves to the special conditions required. Thus, they were taught book-keeping, shorthand, business principles and practice, commercial arithmetic, and trade geography, in addition to ordinary subjects like English and history. In the Junior Technical School special attention was directed to the teaching of drawing, which is held to underlie all trades, while experience was given in bench work, both in wood and metal, calculated to give the boy a manual dexterity that might be applied subsequently to the particular trade entered upon. At these schools boys are not trained to be carpenters or blacksmiths or any other tradesmen, but they are afforded such a training as will enable them later on, when they decide upon a particular trade, to acquire the necessary skill thoroughly and rapidly. As far as the girls of the Public

Schools are concerned, the training given at the reorganised Domestic Superior Public Schools is largely in the form of home management. Thus the course includes practical work in cookery, laundry, dress-making, the care of the infant, and the care of the sick, while instruction is also given in English, music, social exercises, and in art and home decoration. At the present time there are 32 Commercial Superior Public Schools, 19 Junior Technical Superior Public Schools, and 50 Domestic Superior Public Schools, with an enrolment of 1,825 boys, and 1,160 girls.

The staffing of these schools was a matter of considerable importance, since the success of the new scheme depended to a very great extent upon the ability of the teachers. During 1912, in anticipation of the introduction of the scheme, a number of the students of the Teachers' College were given an additional year's training, specially directed towards fitting them for positions in the new Superior Schools, while a number of specially selected teachers, many from the country, were awarded scholarships at the Technical College in order to enable them to undergo a course of training for junior technical work. It will yet take some time before these schools fully realise expectations, but it is a matter for congratulation that New South Wales is practically the first country to introduce a system of vocational training for boys and girls of these ages, and the success of the schools is being closely followed not only in the other Australian States but throughout America and Great Britain. The Department is in receipt of congratulatory letters from prominent educationists abroad upon this new departure. The new scheme came into operation at the beginning of the school year 1913.

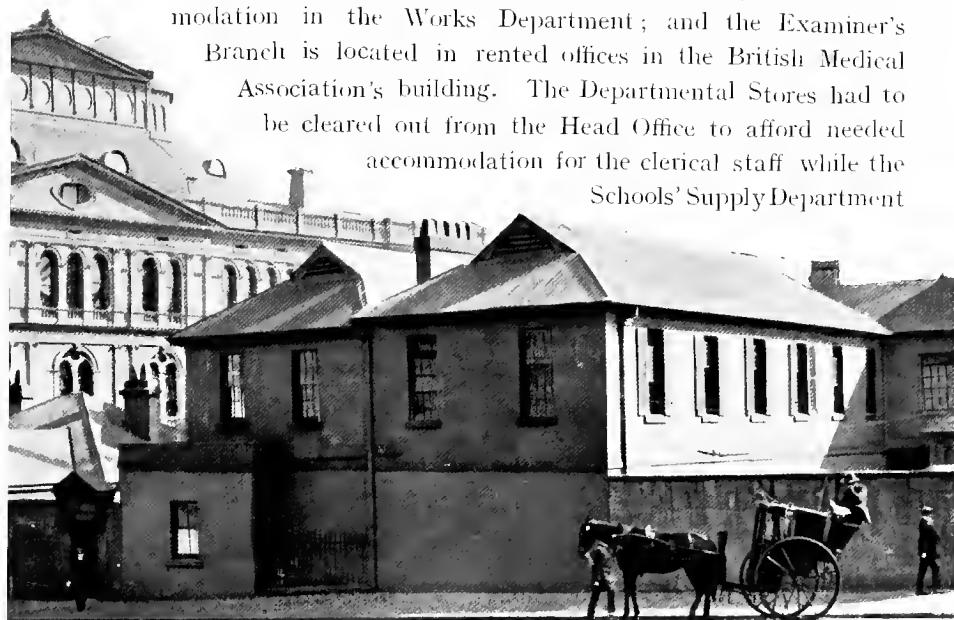
New Education Buildings.

Although there has been a marvellous increase in the work of the Education Department since it was instituted in 1880, with regard to the number of schools, number of pupils, number of teachers, and the broadening of the highway of education from the Kindergarten to the University, the administrative offices have remained almost unaltered since they were first occupied by the Department in 1881. The building itself is exactly a hundred years old, but until last year little consideration was given to the question of housing the Administrative Officers in premises more befitting the national value of the Education Department. Apart from the general meanness in the appearance of



New Education Buildings.

the building, the accommodation has been so inadequate that, one by one, various branches of the Department's activities have been pushed out until at the present time they are scattered all over the city, to the manifest interference with efficient and economical administration. To quote only a few instances: the Account Branch, with its necessarily large staff of officers, is now accommodated in rented offices in Young-street; the Cashier's Branch, which to ensure efficiency should be situated within immediate reach of the Account Branch, finds accommodation in the Works Department; and the Examiner's Branch is located in rented offices in the British Medical Association's building. The Departmental Stores had to be cleared out from the Head Office to afford needed accommodation for the clerical staff while the Schools' Supply Department



The present Education Offices, showing the Lands Office adjoining.

has been placed in the closed Public School in Sussex-street. Then officers like the Secondary School Inspector, the Evening Continuation School Inspector, the Superintendent of Drill, and the Organising Officer of Rural Camps, have had to find accommodation away from the Head Office, while another large branch of the Department, the State Children Relief Department, occupies an old Terrace fronting the Domain. Even so, the Head Office is still extremely congested, as may be seen from a glance at the accompanying photographs, seven, and even eight clerks being compelled to work in rooms with air space and floor space sufficient only for three or four. The rooms are badly lighted and ill ventilated, while there is no convenience for the teachers and general public who find it necessary to interview the Minister or the

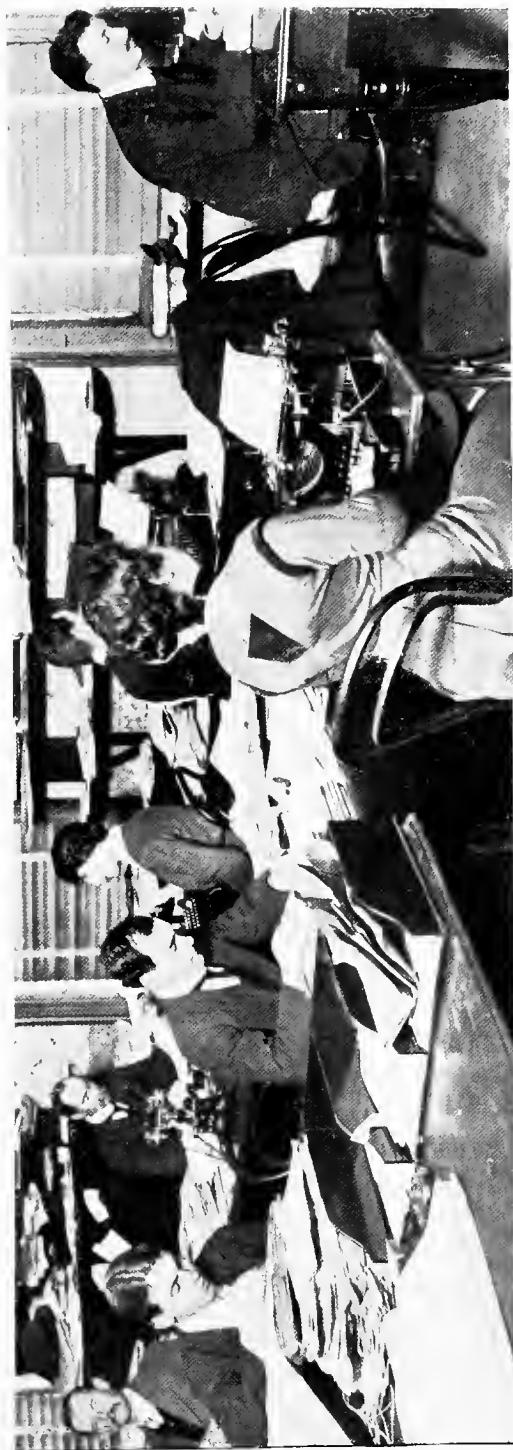
departmental officers. The public waiting-room measures 12 feet by 11 feet 6 inches, and the corridors and passages are therefore frequently crowded.

The buildings occupied at present by the Education Department were erected by Governor Macquarie. The plans were signed on Christmas Eve, 1813, and the building took two years to complete by



A back view of the Education Offices.

contract. It was passed by the Government Architect on January 2nd, 1816, and was first occupied by the Secretary, Mr. J. T. Campbell, being subsequently tenanted by such well-known persons as Sir Edward Deas-Thomson, Sir Charles Cowper, and Sir John Robertson. The building was one of three residences erected at the same time, and all had fig trees planted in front of them. It is worth recording as a matter



Congested conditions under which the Clerical Staff at the Head Office work owing to want of necessary accommodation.

of sentiment that the historic fig tree which hid the building for so many years was transplanted to the Botanic Gardens, where it is now flourishing.

In 1830 the building used for fourteen years as a residence was appropriated for the use of the Public Departments of the Government. It was first used by the Colonial Secretary, who occupied it until the completion of the present offices in Macquarie-street in 1881. The historic building then became the home of the Education Department, and will so continue until the completion of the new offices, the foundation stone of which was laid by the Hon. A. C. Carmichael, Minister for Education, on 7th September, 1912. It is expected that the new premises will be completed before the end of 1914, the old building being preserved until its place is taken by a building for another Department.

For comparative purposes the following table will be found interesting, the periods taken being 1882 (the first year of the Department's operations), 1910, and 1912:—

		1882.	1910.	1912.
Number of Schools	...	1,602	3,105	3,234
Average Attendance	...	90,944	157,498	171,927
Number of Teachers	...	2,926	5,900	6,559
Number of Inspectors	...	26	30	42
Total Cost of Education	...	£618,800	£1,180,140	£1,526,302
Total Cost of Administration	...	£55,036	£54,050	£62,973
Percentage of Administration to Total Cost.		8.8	4.5	4.1

School Buildings.

For the six years ending 31st December, 1909, the expenditure on school buildings and sites was £619,759; for the three years ending 31st December, 1912, the amount spent on buildings and sites was £645,904. The greatest amount spent in any one year since the Department came into being was in 1912, when the amount expended upon buildings and sites amounted to £287,522. The expenditure of this amount was necessary not only because the school building vote was frequently inadequate, but because there was an altogether unprecedented increase in the enrolment requiring additional accommodation for thousands of new pupils.

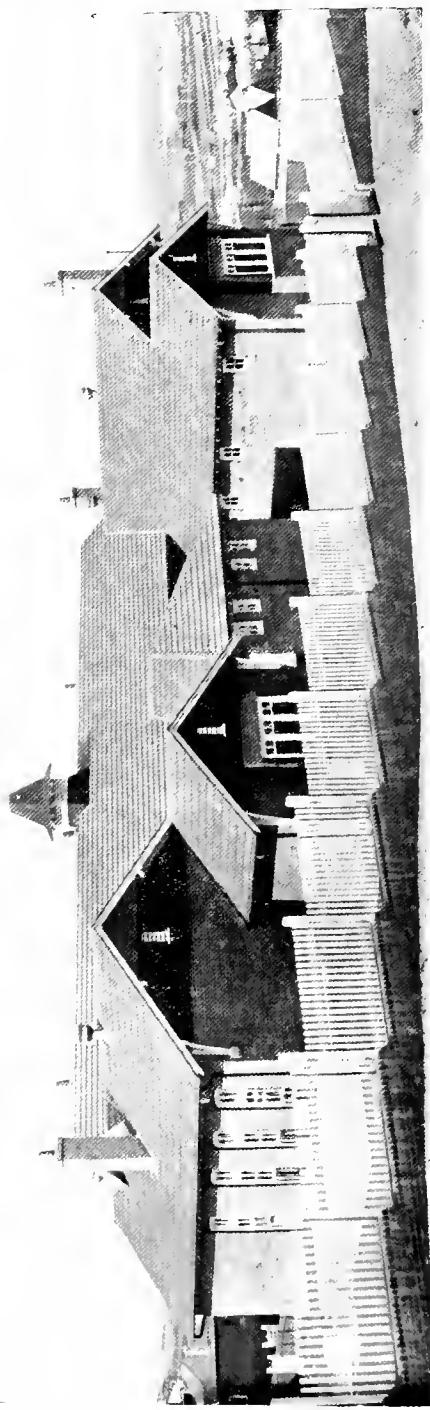
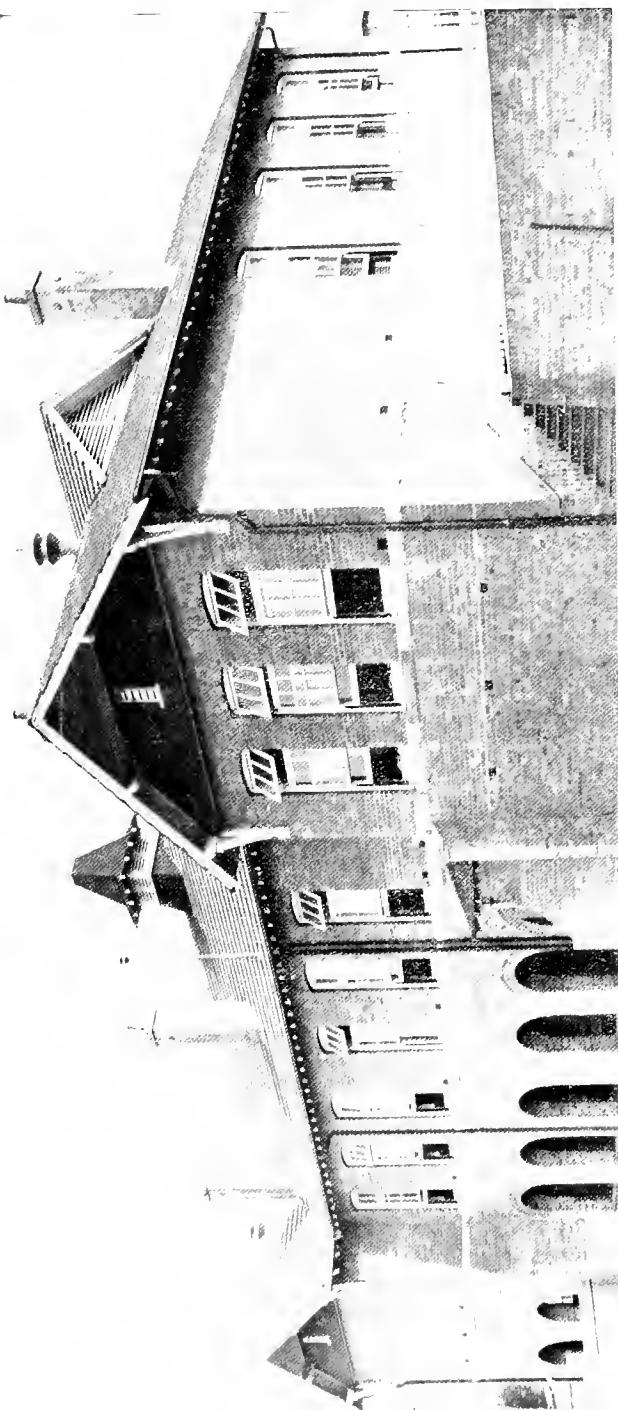
In 1908-9-10 the school enrolment remained almost stationary. On 31st December, 1910, it was 215,170. The following year the enrolment reached 222,035, and on the 31st December, 1912, the total enrolment was 231,842. The enrolment for the quarter ending 30th June, 1913, was 240,665. It will be seen, therefore, that from the 31st December, 1910, to 30th June, 1913, there was an increase in school enrolment of 25,495, or nearly 12 per cent. Allowing 45 pupils to a class-room, this would require no less than 566 additional rooms. In addition to this, however, modern hygienic requirements have demanded



"The Old and the New" (Waverley).

A striking contrast between old and modern lighting arrangements.

the remodelling of hundreds of schools. Many old buildings were totally unsuitable as regards light and ventilation, and it has cost almost as much to remodel these buildings as would have been required to put up new buildings. In the early part of 1911 rules were framed for the provision of light and air in connection with all new school buildings; one of the most important being that the glass space of the windows must be one-fifth of the floor space, and that in all cases left-hand lighting should be provided. The accompanying photographs will show, more clearly than any written description, how the modern school-room differs from that of a few years ago.



A Modern School Building.
Two views of the Public School at Little Coogee, erected 1912.

It is a remarkable fact that the population of Sydney during the last few years has increased more rapidly than the population of the whole of the remainder of the State. During 1909, the population of Sydney increased in round numbers by 13,000, while the increase for the remainder of the State was 14,000. In 1910 the increase was practically equal, both the Metropolis and the Country gaining an additional 16,000. In 1911, however, while the population of Sydney increased by 20,000,



Burwood School.

This photograph illustrates the changing ideas in regard to lighting. Even comparatively new buildings have been remodelled to secure more light.

that of the remainder of the State increased only by 24,000. During 1912, the increased population of Sydney was 43,000, while the remainder of the State gained only 42,000. This increase has required the erection of numbers of new schools and additions to those already in existence. In fact, it has been found impossible to add to school buildings rooms in keeping with the rest of the premises, and the Department has therefore adopted the method of supplying open-air or pavilion class-rooms and



The First "Pavilion Class-room" erected at Coogee 1912.

These pavilion class-rooms are fitted with movable canvas screens, which can be lowered when the weather is unfavourable. This type of class-room is hygienic, cheap, and effective.

portable class-rooms. The difficulty experienced may be seen by taking the case of a few of the suburban schools. Thus in December, 1910, the enrolment at Randwick was 640. For the quarter ending 31st December, 1912, the enrolment had increased to 827, and additional accommodation had been provided. On 30th June, 1913, the enrolment had increased to 907, so, in order to meet the additional need, portable school-rooms had to be supplied. Three of these class-rooms were erected, each capable of accommodating 45 pupils, and they will remain in use until further additions have been made. The case at Bondi is even more marked. For the quarter ending 31st December, 1910, the enrolment was 830. Two years later it had gone up to 998, while on 30th June, 1913, the enrolment reached 1,227. At Little Coogee the enrolment on 31st December, 1910, was 96; the enrolment went up to 148 in 1912, and on the 30th June, 1913, it had more than doubled, the enrolment being 380. Coogee had 169 pupils on 31st December, 1910; 317 two years later; and on 30th June, 1913, the enrolment had gone up to 394. As it was impossible to keep pace with such rapid increase by additions to the existing school, a pavilion class-room and a portable class-room have been provided. The case at Campsie is even more striking. On 31st December, 1910, an Infants' School was in operation with an enrolment of 242. A Primary School was then opened, and on 31st December, 1912, the enrolment reached 755. On 30th June, 1913, the enrolment was 850. These examples are quoted as typical cases to show the enormous increase in school population during the last three years.

During 1913, a number of important works have been completed, notably at Ashfield, Balmain, Drummoyne, Flemington, Granville, Naremburn, and Randwick, in the Metropolitan area, the amount expended on completed works at fifty schools being £28,000. In the country, important works have been completed at Armidale, Coolabah, Curlewis, Drake, Euabalong, Ganmain, Katoomba, Liverpool, Mt. Victoria, Nambucca, Nashua, Oberon, Portland, Thirroul, Uki, and Wolumla, in addition to works of less importance completed at country schools. At the present time work is in operation at 88 Metropolitan schools and 188 country schools—the total amount involved being approximately £270,000. The whole of this amount, of course, will not be required during the present year, and in view of the fact that a large proportion of the amount is being expended on the remodelling of existing schools that had been postponed from year to year for many years past, the Government decided to take a quarter of a



Ancient and Modern Schools.

Compare the lighting arrangements of this School (Ashfield) with the photograph on the opposite page.



The lighting at a modern School is based upon the principle that the glass space of the windows must be one-fifth of the floor space. This photograph (Bondi, 1912) is an excellent example.

million from loan money and repay it in ten annual instalments, thus distributing over several years the burden caused by inadequate building votes in the past.

Among important works that have been completed during the last three years might be mentioned the new buildings at Tumut, £6,700; Wollongong, nearly £4,000; West Wallsend, £4,600; Tamworth, £2,200; Murwillumbah, £5,000; Maitland West, £3,000; Helensburgh, £1,200; Lue, £1,200; Hamilton, £6,300; Corrimal, £2,300; Cook's Hill, £6,300; Cobar, £3,300; Brewarrina, £1,100. These are only a few of the buildings erected by the Department recently, and serve to show that the building vote is well distributed throughout the country.



Portable Class-rooms erected at Metropolitan Schools to relieve congestion temporarily.

School Material.

When the new syllabus of Primary Schools was introduced in 1905, one of the chief features was the greater liberty given to the teacher in method.

A number of subjects, to many teachers new, were introduced, with the consequence that parents were asked to purchase school material which, while of use, was certainly not a necessity. Various text books recommended by teachers were frequently the cause of parents having to spend considerable sums of money in purchasing books.



This photograph shows graphically the expedients necessary to cope with increased attendance. The old school building is shown on the right, while a pavilion class-room is seen in the foreground. The other buildings are examples of portable class-room and weather-shed class-room.



Additions at Campsie.

The original building accommodated 242 pupils in 1910. The two-storey building on the right was added and on 31st December, 1912, the enrolment was 850. This is a typical case showing the difficulty of providing school accommodation in rapidly growing centres.

This matter has engaged the serious attention of the Department, and materials for use in school will now be supplied to school pupils, reducing parental expenditure to a minimum. In such subjects as history, geography, grammar, and geometry, certain books have been selected as a standard, and while teachers are permitted to recommend these books to their pupils for home use, all material used by the children in school is supplied by the Department free. With nearly a quarter of a million in attendance, large quantities are required, as may be seen from the following. Four and a half millions single-ruled writing books have been ordered for use in 1914, together with 600,000 double-ruled writing books. The estimated cost of these writing books is over £10,000, and the supply by the Department will relieve parents of a constant demand for small sums of money. Then the Department has ordered :—

100,000 drawing books,
50,000 brown paper drawing books,
60,000 paper folding books,
40,000 compasses, and
80,000 set squares (for use in geometrical drawing),
250,000 lead pencils,
250,000 lead-pencil holders.

Hitherto the only material supplied has been ink and, when necessary, pens.

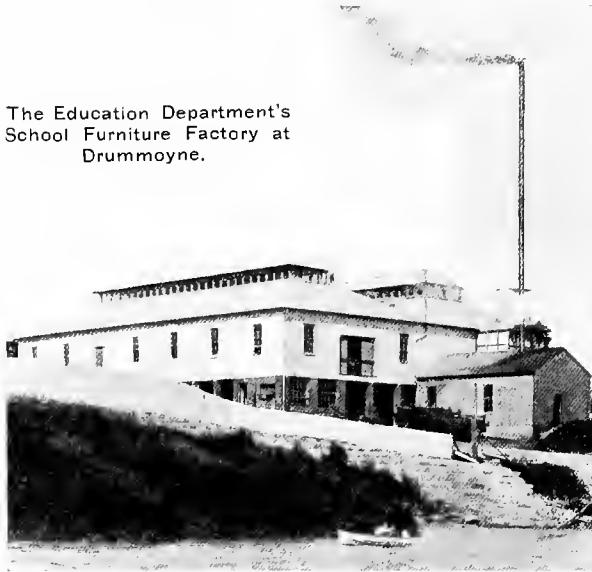
In addition to these, the Department has ordered 25,000 dictionaries, and the same number of Australian history, English history, geography, and geometry books; 8,000 atlases will be required, and 30,000 boxes of mathematical instruments. These are for the use of the individual pupils, but schools will also be provided with additional equipment hitherto paid for by local effort. The cost of this new and additional material is estimated at nearly £27,000, and as soon as the orders have been completed, the Department will be justified in claiming that education is absolutely free.

School Furniture.

In 1899, chiefly in order that boys committed to the "Sobraon" might have an opportunity of learning a useful trade during the period of their detention, the Department of Public Instruction instituted a Carpentry-shop at Cockatoo Island, and a number of selected boys

were taught various phases of carpentry. In order that the expense might be reduced as much as possible, the boys were set to the making of school forms and desks. Later on the scope of the work was extended

The Education Department's
School Furniture Factory at
Drummoyne.



until the majority of such articles as presses, tables, desks, forms, &c., used in the Public Schools were made at the Island. The restricted area and want of necessary machinery limit the outfit, while various patents used in the manufacture of single and dual desks made it necessary to purchase these articles from outside firms.

When the Government decided to abolish the "Sobraon" as a Reformatory School, and to transfer the boys to an Industrial Farm School at Gosford, the Department increased the staff of workmen at Cockatoo Island in order to maintain the supply of school furniture. In 1912, however, the Commonwealth having taken over Cockatoo Island for naval construction, the Department was compelled to vacate the workshops. It was decided, therefore, after careful consideration, to purchase a School Furniture Factory, at Drummoyne, as a going concern, thus preventing any interruption in the supply of school furniture. The purchase has proved most advantageous and economical. Various patents were acquired with the factory, and the up-to-date machinery

in use has effected a great saving. The following table will show the saving effected on individual articles :—

Article,	Cost at			Cost at			Saving.
	Cockatoo.			Drummoynne.			
	£	s.	d.	£	s.	d.	
Book-presses	1	8	0	1	2	2	5s. 10d. ... 27 per cent.
Large Tables	1	16	6	1	11	2	5s. 4d. ... 17d.
Small Tables	1	3	6	0	19	3	4s. 3d. ... 22d.
Kindergarten Tables	1	7	3	1	0	2	7s. 1d. ... 35d.
Kindergarten Chairs	0	7	2	0	0	2	1s. 0d. ... 16d.
M.T. Benches	0	11	10	0	10	5	1s. 5d. ... 13d.
Formis and Desks (per foot)	0	0	10	0	0	7 $\frac{1}{2}$	0s. 2 $\frac{1}{2}$ d. ... 33d.
Sewing Presses	3	10	0	2	9	4	11s. 6d. ... 19d.
Infants' Desks (woodwork only)	0	7	0	0	5	4	1s. 8d. ... 31d.
Dual Desks (woodwork only)	0	9	6	0	5	7	3s. 11d. ... 70d.
				Average saving			... 28d.

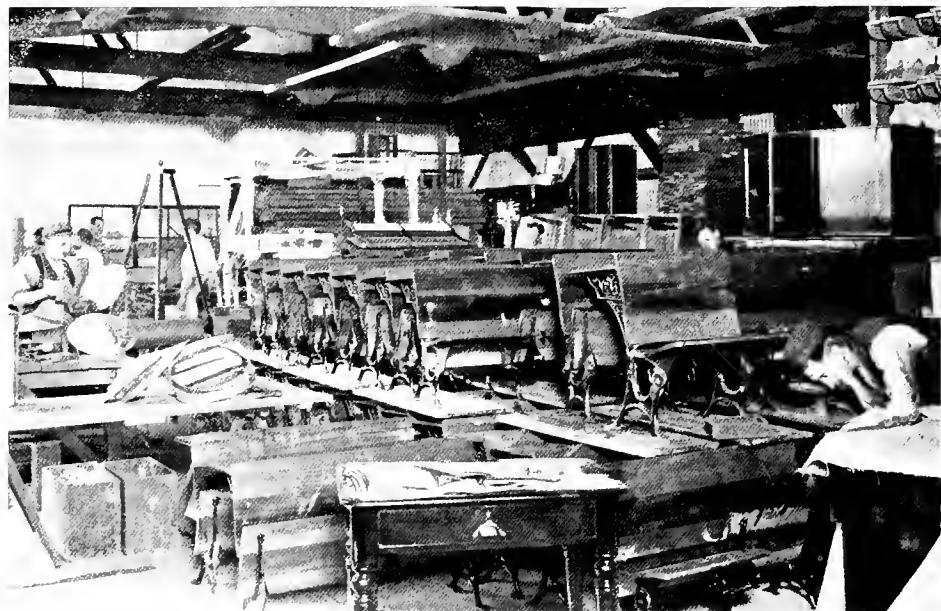
Dual Desks, complete :—Contract price, 25s. each; cost at Drummoynne, 19s. 6d. each; saving, 5s. 6d.

To show how far-reaching this saving will be to the Department, it is only necessary to point out that 10,000 dual desks are required annually. A saving of 5s. 6d. has been effected on the contract price, so that the annual saving on this article alone will amount to £2,750.



One-half of the Machine-room at the Department's School Furniture Factory at Drummoynne.

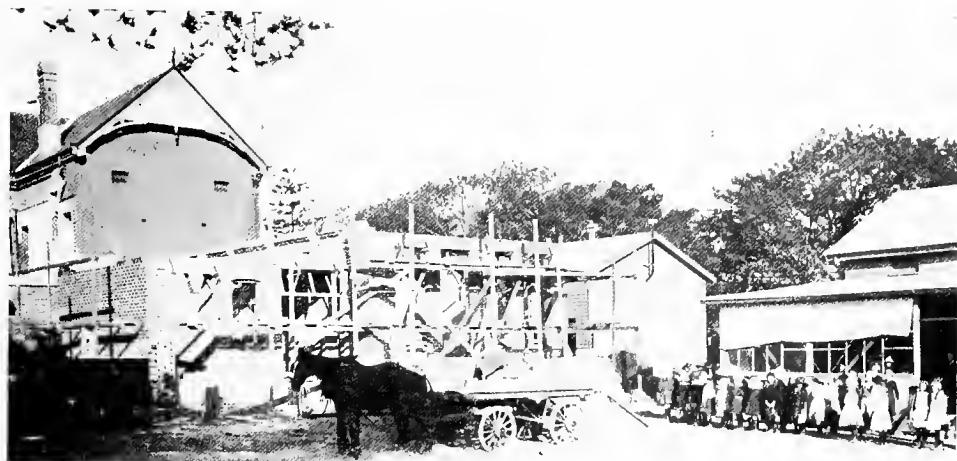
There was necessarily some delay in removing the sheds, timber, and other material from Cockatoo Island, and it took some little time to get the factory in full working order. Notwithstanding the time lost, the



School Furniture ready for despatch.

output for the first four months' work showed an increase of 1,771 articles over the number made at Cockatoo Island for a similar period. The water-frontage of the factory will also result in a considerable saving in carriage as soon as the necessary retaining-wall has been erected. This retaining-wall will enable the Department to reclaim about half an acre which will add considerably to the value of the property.

A report issued by the Officer-in-Charge shows that the work is turned out much cheaper and of better quality than at Cockatoo Island, while the output has so far increased by 40 per cent. To show the extent of the Department's operations in school furniture, it may be pointed out that during 1912, the workshops at Cockatoo Island turned out 1,554 infant desks, 1,391 dual desks, 519 Kindergarten chairs, 297 small tables, 112 large tables, 240 book-presses, 27 sewing presses, 194 work benches, and 11,725 feet of desks and forms, in addition to numerous other small



Teaching under Difficulties.

articles such as blackboards, easels, map-poles, &c. The estimated saving on the articles specified when made at the new factory compared with the cost at Cockatoo Island is over £750, so that it is only a matter of a short time when the capital cost will have been wiped off and the school furniture produced in larger quantities at a less cost.



A Happy School Family



The Medical Staff of the Education Department as reorganised during 1913.

The Staff consisted of ten Doctors and five School Nurses, but additional Doctors have since been appointed.

School Medical Inspection.

A system of medical inspection was instituted in connection with the Department of Public Instruction in 1907.

At that time two doctors were employed full time, and two half-time. Two of these doctors were engaged in lecturing in the Training College, and during 1912 one member of the staff was wholly so engaged. It will be seen, therefore, that it was impossible to extend the operations of the medical staff beyond the settled districts of Sydney and Newcastle.



While excellent work was done, the indifference of the parents was so pronounced that it was decided during 1912 to appoint a number of School Nurses. It was the duty of these nurses to take action whenever parental indifference was shown, by attending at the home, and emphasising the defect that had been discovered in the child by the School doctor. The indifference of parents was so marked that during 1912 action was taken in only 36 per cent. of the cases recommended for medical treatment.

Then, again, the eye tests had been conducted by the teachers, and were to some extent unsatisfactory. All children in the Metropolitan



Open-air Teaching.
Rather than keep
their pupils in
crowded class-
rooms, many
teachers prefer
to teach them
in the open air.

schools were not medically examined, but only those who in the opinion of the teacher were suffering from some defect, or who were diagnosed by the School doctor in the cursory examination of the class. One teacher, commenting upon this aspect, wrote to the Department :—" The result of the inspection came as a surprise, almost as a shock, to me. I was under the impression that any doctor would give my school practically a clean sheet, whereas the number of cases brought to my notice for treatment was extremely large." There was a great want of knowledge on the part of the teachers respecting the treatment of these children. Another teacher informed the Department that many of the parents appeared to think that sore throats would pass away, and that eyesight would improve as the child grew older.

In the summer of 1912, the Department received some startling reports respecting the schools of the western and north-western districts, in regard to the eye troubles of pupils. A member of the medical staff was therefore despatched to Quambone and Coonamble. The reports subsequently submitted showed that the children of these districts suffer to an alarming extent from ophthalmia, and, largely as a result of the experience gained, it was decided to extend the scheme of medical inspection to country schools. This scheme has now been put into operation, and it is intended to examine every school child throughout the State medically at least twice during his school career.

In the meantime a pamphlet was prepared by the Principal Medical Officer, Dr. Willis, setting forth the causes and treatment of the various eye troubles of the west, with simple remedial measures. These pamphlets have been distributed broadcast, and the assistance of the country press has been obtained in disseminating a knowledge of the best means of preventing and curing ophthalmia.

Largely on account of these eye troubles the Department determined to bring in a scheme of country school inspection in the western and



View from a School Window (Bondi).

north-western areas, and school doctors have since begun operations in the districts surrounding Bourke, Nymagee, Dubbo, Coonamble, and Hay. Some members of the staff will continue to work in the Metropolitan and Newcastle schools.

During the recent outbreak of smallpox, the Medical School Staff were able to materially assist the Health Department to undertake the vaccination of all Metropolitan school children, other than those whose parents raised objection. During the prevalence of the epidemic 22,810 children and 831 teachers were vaccinated by the School doctors. The operation was carried on under the most favourable conditions, and it is a testimony to the skill and care of the Medical Staff that not one serious case of illness was reported to the Department.

In addition to the ordinary work of school inspection, the Medical Staff has undertaken the work of collecting the necessary data in connection with mentally deficient children. Forms have been sent to all schools, with instructions to the teacher to specify children whose studies appear to have been retarded compared with their ages. These returns are now being furnished, and will afford excellent material for subsequent action by the Department towards the important question of providing special schools for children who are mentally defective.



After Vaccination at School.

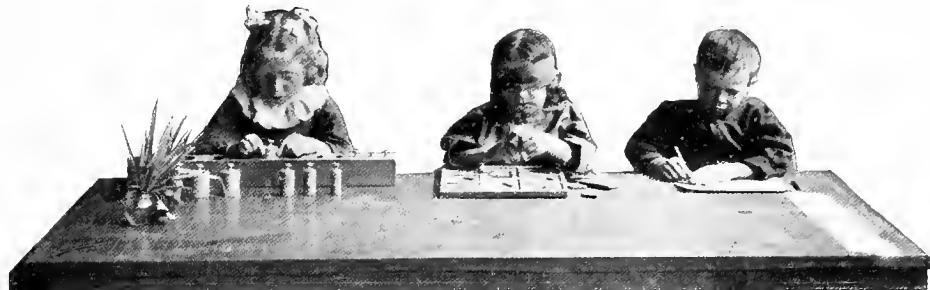
Waiting for the Lymph to dry.

Montessori Methods.

Early in 1912 the attention of local educationists was directed to a series of articles in American magazines setting forth new methods in education evolved by Dr. Montessori of Rome. Some successful experiments in connection with mentally defective children had raised the pertinent question why these methods could not be followed with normal pupils. The underlying principle was individual liberty, and it was claimed that the pupil "acquired" what previously had been taught.



The Minister for Education immediately cabled for a copy of Dr. Montessori's work just published, and on arrival of the book, Miss Simpson, Lecturer in Kindergarten at the Sydney Training College, and Mistress of the Kindergarten Practice School at Blackfriars, was deputed



Developing the Sensory Organs by Montessori Methods.

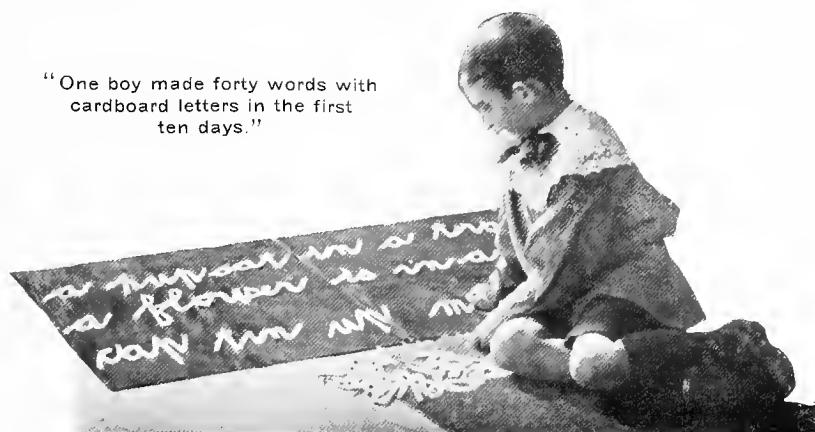
to begin a series of experiments to ascertain whether the Montessori methods could be applied to Australian conditions. The success of the experiments was so marked, and Miss Simpson was so impressed with the value of the new idea as an aid to Kindergarten teaching, that the Minister decided to send her to Rome to study the system at first hand.



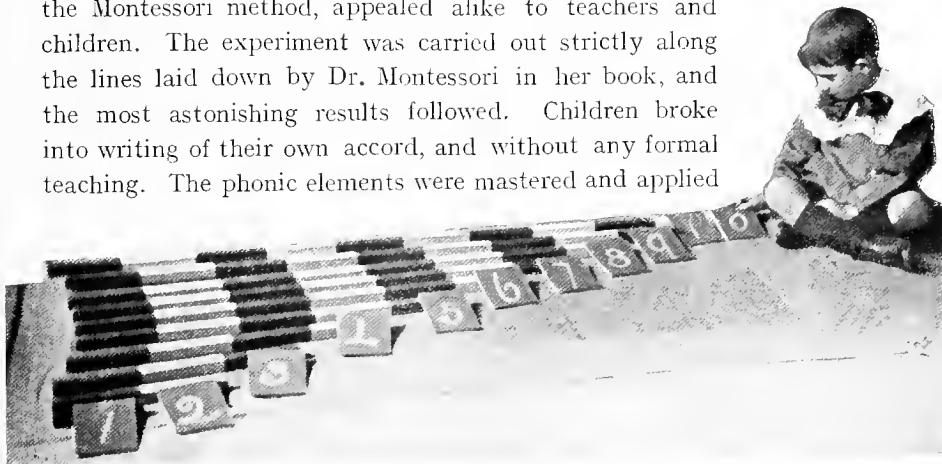
A Modern School-room.

Instead of babies "being pinned in their desks like butterflies in cases," they are allowed the greatest freedom of movement. Individual liberty is the keynote of the Montessori Method.

Upon her return, Miss Simpson furnished an interesting report, in which she stated that the favourable impressions formed at Blackfriars had been intensified by her visit to Rome, and that she was confident that the Montessori methods were capable of being extended to children much older than those usually associated with Kindergartens.



In a report upon the experimental work at Blackfriars, which had now been in operation for twelve months, Miss Simpson reported that from the first the principle of individual liberty, which is the mainspring of the Montessori method, appealed alike to teachers and children. The experiment was carried out strictly along the lines laid down by Dr. Montessori in her book, and the most astonishing results followed. Children broke into writing of their own accord, and without any formal teaching. The phonic elements were mastered and applied



by most children in two weeks. One boy made forty words with card board letters in the first ten days. These words were not suggested by the teacher; they were the child's own. Afterwards came sentences and paragraphs, and at this stage the children seemed to be seized with an

acute reading fever. They eagerly seized upon any reading matter they could lay their hands on, and devoured it. Every one was busy and happy, and the joy of achievement shone in their faces. This was true of teachers as well as children. Since then the Montessori principle has been carried out in the schools attached to the College with much success. Children learn to read and write without mental strain, and they move about freely and naturally instead of being pinned in their desks like butterflies in cases. The teachers who have carried through the experiment say they would not go back to the old system of class teaching for any consideration whatever.

The main benefits of the Montessori system as already tested are greater liberty, independent work, more rapid progress, and a joyousness in work for both teacher and children hitherto unknown.

It is of interest to note that the didactic material necessary to the method was made by the Department from descriptions given in Dr. Montessori's book, and applications have since been received from several of the other States for sets of material, while students from other States are availing themselves of Miss Simpson's experiences in Italy. Froebel's Kindergarten methods were introduced into New South Wales nearly thirty years after they were evolved. The Montessori Method was published in April, 1912. Experiments were begun at the Blackfriars Practice School four months later, and the method, or such modification as is needed by Australian conditions, is now in operation with excellent results.



"Exploding" into Writing.

Montessori pupils are trained to trace sandpaper letters blindfold, and later begin to write without any directions.

“Farmers in the Making.”

Three years ago the Government took into consideration the whole question of dealing with lads committed from the Children's Court. Three institutions, namely, the “Sobraon,” Brush Farm, and the Mittagong Farm Home for boys were absorbing the whole of the lads committed from the courts. The Mittagong Farm Home took the younger children,



The First Camp of the Farm School lads at Gosford.

In spite of the seeming freedom not one boy attempted to leave.

while the other two were designed to deal with the older offenders. At Mittagong and the Brush Farm the boys were trained to a certain degree in land occupations, whereas on the “Sobraon,” except for a few lads sent to the carpentering works on Cockatoo Island, the boys did not participate in either technical or agricultural instruction. In view



Pavilion Dormitory at Gosford Farm School, constructed of concrete by the boys themselves.

of the expensive nature of the upkeep of the ship, the Minister decided to abolish the “Sobraon,” and to establish a Lads’ Industrial School under conditions that would permit of a training in rural work. The “Sobraon” was sold to the Federal Government for £15,000, and renamed the “Tingira.” It is now used as the training ship for the Australian Navy.

The limited area at Brush Farm and the growth of suburban settlement rendered it necessary to remove the institution to a less populous spot, and the Minister decided to establish one institution to take



Concreting the Dormitory Foundations at the Gosford Farm Industrial School.
The lads at work.

the place of both the "Sobraon" and the Brush Farm Home. The work of selecting a site was left to a committee who, after investigation, recommended an area of 700 acres of Crown land at Penang, near Gosford,



Concreted Dam (capacity 500,000 gallons), constructed by the lads at the Gosford Farm Industrial School.

which ten years ago was recommended as a Government sanatorium. It had the advantage of being lofty and healthy, it had bountiful water supply, and soil that, after proper treatment, lent itself to fruit-growing

and the growth of cereals. As a purely commercial undertaking, the new institution, owing to the difficulties of transportation, promised to prove exceedingly costly, the estimate providing for the permanent accommodation of eighty-four boys, and temporary accommodation of thirty-six, with provision of water supply, lighting, road-making, clearing, fencing, &c., being over £14,000. The committee, after consideration, recommended that much of this expenditure would be rendered unnecessary if the buildings were made of concrete, and a few capable tradesmen appointed to act as instructors to the boys, who would be able to do most of the labouring work. This idea is probably unique, and for the first time in Australian history at least, boys committed to an Industrial School have by their own efforts not only erected buildings, cleared land, and constructed a water reservoir, but in doing this have acquired a knowledge of pioneering work that must, after release from the institution, turn their thought to profitable occupation upon the land. The lowest tender received for clearing the land was £20 an acre, but, furnished with sharp axes, and spurred by emulation, already 40 acres have been cleared, the work affording the boys genuine pleasure. The first three months were spent under canvas, and for three weeks rain fell continuously. Even under these disadvantageous conditions, it is worthy of notice that with little or no restraining supervision not one boy absconded. The foundation stone was laid by the Minister of Education on 9th December, 1912, and the necessary buildings are now practically complete.

The educational policy laid down by the Minister aims as far as possible at supplying the boys with that class of instruction which they would get in the ordinary way in trade apprenticeship. A great wilderness has been subjugated, acute difficulties in transportation have been overcome, a small army of workers has been cared for and brought face to face with problems of solid work, and where a year ago there was nothing but primeval forest, to-day there is a fine collection of buildings erected for the most part by the boys themselves, which marks the successful fruition of this experiment in Industrial Schools.

Conservatorium of Music.

The Education Department recognises that its function does not wholly lie in the teaching of the three "R's," but that its object is the building up of a sound physical body, and the development of such mental attributes as will tend to make the child a useful citizen as well

as to enable him to lead a happy existence. To this end, music and art find a place in the Syllabus of Instruction, and an important departure from the ordinary routine of school work was made during 1913, when it was decided to establish a Conservatorium of Music. The necessary buildings are now in course of remodelling, and a music library has already been instituted. This library contains copies of the works of many of the greatest composers, scores that are so expensive as to be prohibitive to the ordinary musical society. Now, however, such scores may be obtained from the Departmental Music Library in the same way



The Conservatorium of Music is ideally situated for the purpose, with magnificent views, and embowered in trees.

that a book may be obtained from the Public Library. The music is available to every recognised musical society, whether in the city or in the country.

As soon as the buildings are sufficiently advanced it is intended to invite applications for the position of Director of the Conservatorium. Within a few months professors of the piano, violin, organ, and of singing will be appointed, and it is expected that before long the diplomas of the Conservatorium of Music will be held in such esteem as to render it unnecessary for the ambitious student to undergo examinations conducted by English and other associations.

Children's Play-grounds.

One of the greatest difficulties of the Education Department is to provide suitable and adequate playing areas for school children. Many schools in the thickly populated parts of the city have extremely limited play-grounds, and the cost of extending them is almost prohibitive. The Department has, therefore, invited the co-operation of the authorities controlling Public Parks, and this co-operation is being cordially given. The Sydney Municipal Council has set apart an area of two acres in the Victoria Park, and this space has been securely fenced, a shelter pavilion has been erected, swings and other means of amusing the children have been furnished, and a Kindergarten teacher appointed to take charge of the little ones. It is significant of the change in modern education that the first children's play-ground established by the Education Department is right under the shadow of the Sydney University.

Other Municipal Councils have offered to set apart areas for the exclusive use of young children, and as soon as Victoria Park play-ground has been in existence sufficiently long to prove the success of the experiment, other play-grounds will be established on similar lines in the various suburbs.

Teachers' Salaries.

Three or four years ago it was hardly possible to take up an ordinary newspaper without finding complaints from teachers that they were underpaid, but a *Gazette* notice on the 25th January, 1912, gave a revised scheme of salaries which had the effect of bringing more contentment in the teaching service than anything that had happened for many years. The total amount involved was £104,422, and of 5,680 teachers then in the service, only 576 did not participate in the increased salaries. Of these 576 teachers, 122 were junior assistants in their second year of service, due for promotion at the close of the year, and 360 were unclassified teachers who had received an increase to £110 during the previous year, and would be granted further increases as soon as they received certificates. The remaining 95 were unclassified teachers already in receipt of more than the minimum wage. The main feature of the scheme was that it laid down the principle that no adult teacher in the service of the Education Department should receive less than £110. This minimum was maintained for unclassified teachers, but provision was made that the minimum salary could be substantially increased by obtaining a classification. If the teacher, after two years,



"For the Children."

The first "Children's Play-ground" instituted, as shown in the photograph under the shadow of the University, and opened on November 7, 1913, by Hon. A. C. Carmichael, Minister for Education.



This picture gives an idea of the size of the first Children's Play-ground (Victoria Park, Sydney), opened November 7, 1913.



An everyday scene in a Kindergarten School.

failed to obtain a certificate, no advance in salary was afforded, on the ground that the retention of such teachers in the service was not calculated to promote efficiency.

It had often been a complaint on the part of teachers that the services of their wives had not been sufficiently recognised in connection with the teaching of sewing, and of the £104,422 involved in the increase, £13,056 was paid as recognition of the important assistance afforded by the wives of teachers in teaching domestic arts to the girls of the bush schools.

Unclassified teachers who for many years had been in receipt of £7 a month during the first year, and £8 a month for the second and subsequent years received £17,432, every teacher being placed upon a minimum starting salary of £110.

Classified teachers received £73,934 of the amount, and it is worthy of special remark that 80 per cent. of the amount was devoted to improving the salaries of teachers who were receiving less than £210 per annum.

It is also worth noting that of the total increase, the women teachers, who form 44 per cent. of the service, received 43 per cent. of the increase, while, if the teachers' wives were included, the women received 49 per cent. of the total increase.

A number of other reforms were introduced at the same time. For instance, many teachers in the lower grades who reached the Classification 3A found themselves, by reason of advancing years, unable to satisfy examination requirements for promotion, although they were rendering services of a quality beyond that denoted by their classification. The value of the work of these older and experienced teachers was recognised by a provision which enabled them to raise their classification without further examination as a reward for efficiency.

Another and a very important alteration was effected in the valuation of the teachers' residences. Until this readjustment of salaries, the various residences were valued not from a comparison with local rent values or from any consideration as to the number of rooms or state of repair of the residence. Thus, the residence attached to every first-class school, apart altogether from location or size, was £72 a year. The other classes of schools being rated proportionately, it followed that as a school increased in classification the rental value of a residence went up automatically with the class of school. Under the new conditions the annual rent values were assessed as far as was possible in accord with the actual rental value. At the same time, where, as a result of local conditions, the local rental value was prohibitive for a teacher of small salary, the Department fixed a maximum for each class of school. The Board

considered the local rental value, the cost of construction, the classification of the school, and the fact that the teacher had no choice of selection as to locality, size, or convenience of the residence.

All these features have contributed to a much more contented feeling in the teaching service. While it is not claimed that salaries are in



The Central School System.

For the twelve months ending June 30, 1913, £6,083 was paid for the conveyance of country children to 103 "Central" Schools. The number of pupils conveyed daily was 1,486.

any way commensurate with the work done, it is claimed that by scientific treatment of the question of promotion, and with due regard to maintaining the efficiency of the service, the readjustments of the last three years have done a great deal to secure a more contented and, as a natural sequence, a more efficient body of teachers.

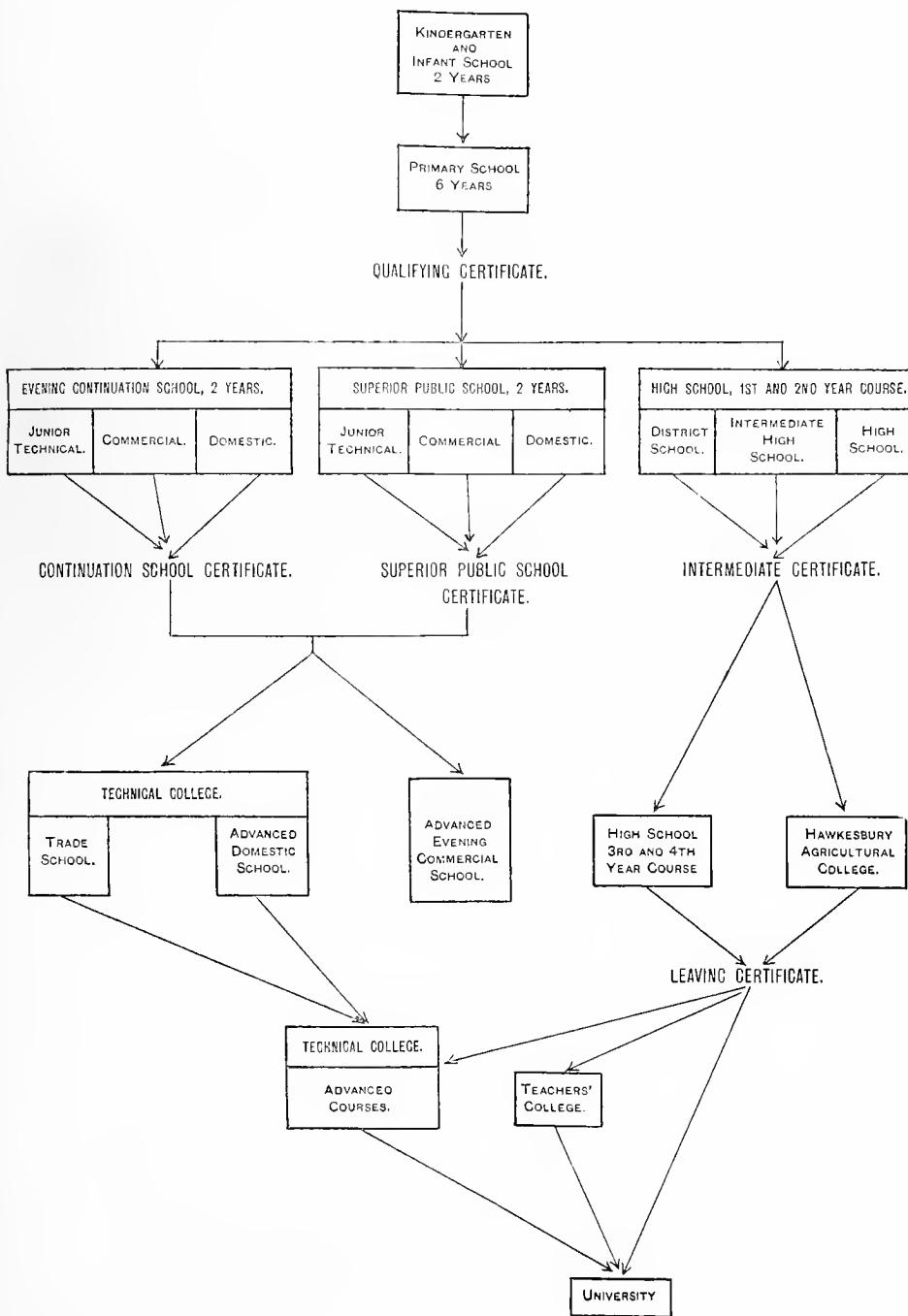
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SYDNEY:

W. A. GULLICK, GOVERNMENT PRINTER.—1913

DEPARTMENT OF PUBLIC INSTRUCTION.

Chart showing the General Scheme of Public Education in New South Wales.



GRAPH showing for the period 1904 to 1912.

(1) By Red line, the number of teachers employed.

(2) By Black line, the Salaries and Allowances paid, and

(3) By Green line, the average attendance of pupils.

Note the marked increase in salaries as compared with the increase in the number of Teachers and Pupils.
(Subsidised School Figures not included.)

00 Teachers.
00,000 Salaries
1 Allowances.
0,000 Pupils.

2,000 Teachers.
00,000 Salaries
1 Allowances.
0,000 Pupils.

7,000 Teachers.
£800,000 Salaries
and Allowances.
170,000 Pupils.

6,000 Teachers.
£700,000 Salaries
and Allowances.
160,000 Pupils.

5,000 Teachers.
£600,000 Salaries
and Allowances.
150,000 Pupils.

1904	1905	1906	1907	1908	1909	1910	1911	1912
153,260	152,105	151,261	151,179	151,139	154,748	157,421	157,911	167,752
5,581	5,539	5,563	5,728	5,900	6,092	6,811,050	831,590	926,950
£675,545	£686,032	£689,852	£738,466	£784,662	£831,590	£875,559	£926,950	£1,027,100

